



Illinois State Board of Education

Jesse Ruiz, Board Chair
Dr. Christopher Koch, State Superintendent

Illinois report cards

Advisory Committee meeting

May 13, 2011

THE BOSTON CONSULTING GROUP

Agenda

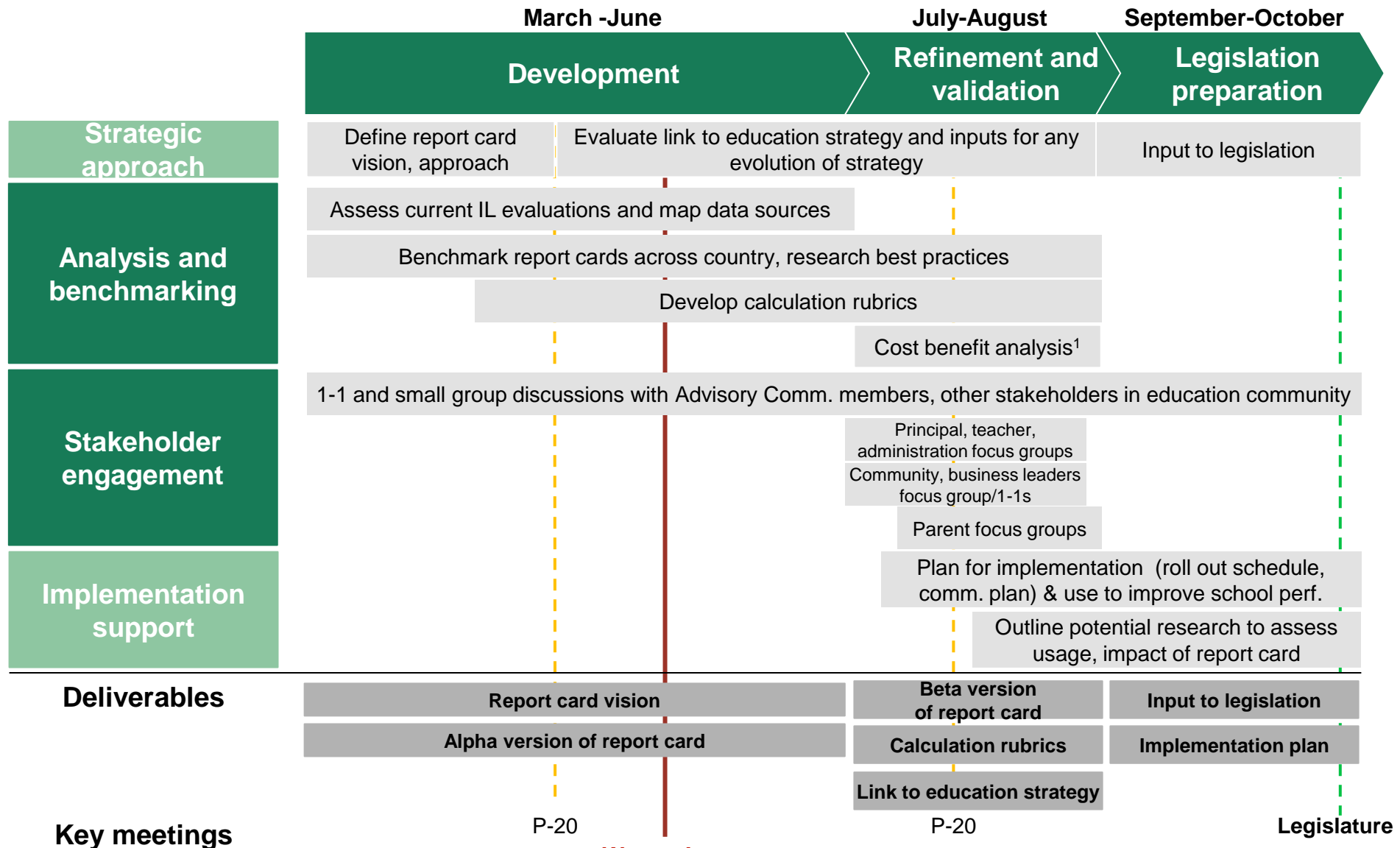
Provide a brief update on progress and P-20 Council presentation

Review preliminary focus group research plan

Discuss and gather feedback on v0.2 of report card

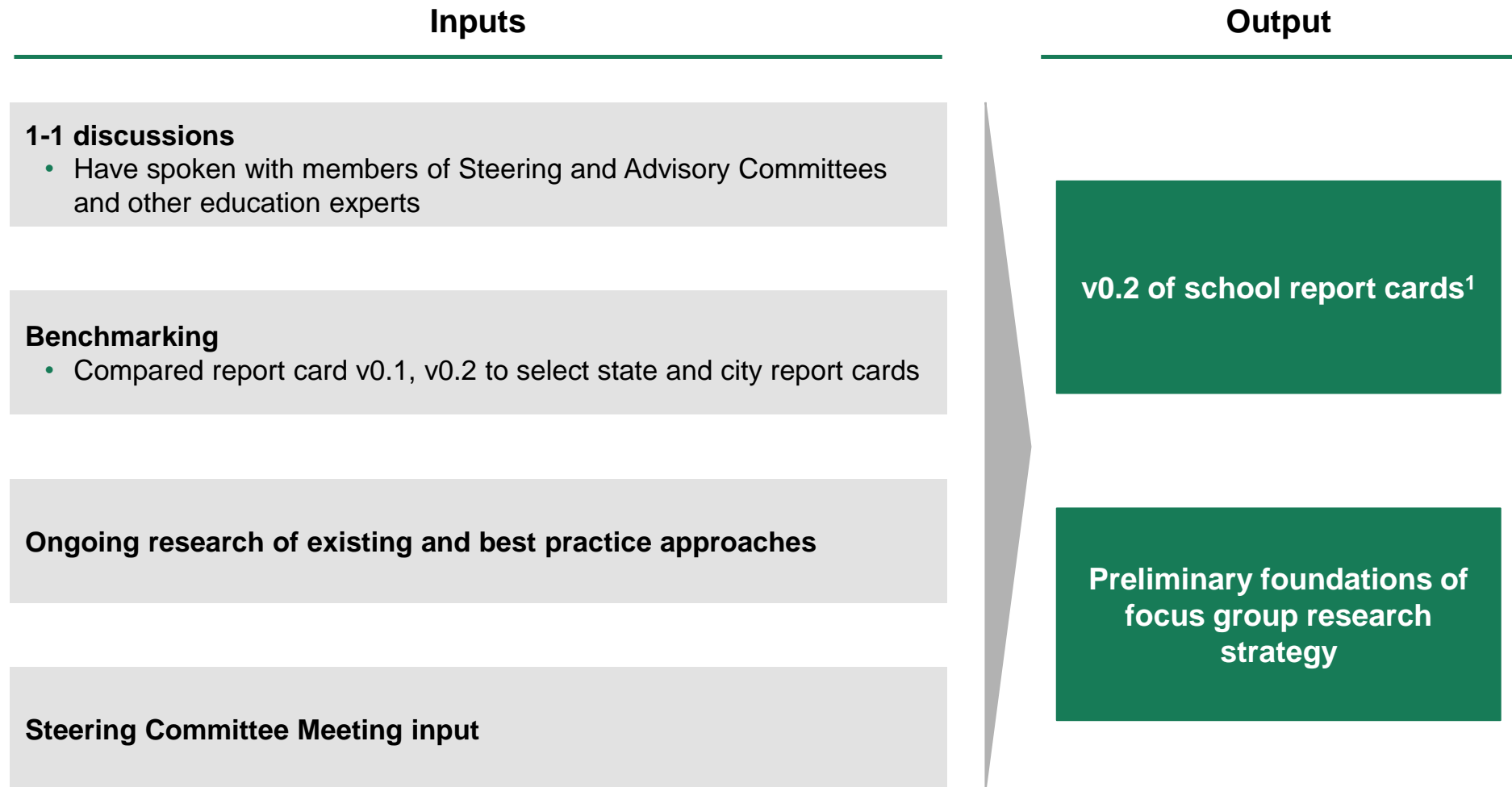
Align on next steps

Midway through the development phase



1. For new metrics.
Xxxx-xx/Footer

Since our last meeting, team has focused on developing v0.2 of report cards and focus group research strategy



1. District report card to be developed after preliminary alignment at school level.

Also introduced the project to the P-20 council

Project introduced to P-20 council on Wednesday April 27th

- Robin Steans, Max McGee and BCG team provided an introduction to the project with several members of the Steering /Advisory Committee in attendance
- Team shared selected sections of the presentation discussed in our last meeting
 - Our view on report cards
 - Pyramid logic
 - Deliverables for the project
 - Guiding questions
 - Approach and workplan

The Council was aligned on our agreed principles, project approach and way forward

- Particular emphasis on stakeholder engagement as an important aspect of our approach
- In response to a question, team clarified that at the current stage, scope is defined to K-12 (and not post-secondary) just as the current IL report cards are. However, in defining metrics around success at next level, post-secondary education will be in consideration as a measure of high school success
- Team acknowledged the need to explore link to High School Feedback Report. The committee on this will present in July at the next P-20 Council meeting

Next meeting with the P-20 council scheduled for July with commitment to share a version of the report cards for the Council's review and discussion

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Align on next steps

Key stakeholder groups to be included for focus groups

- **Parents**
- **Students**
- **Teachers**
- **Principals**
- **District or state administration**
- **Broader community key constituents**

Should the report card be previewed with any other stakeholder groups?¹

1. Need to discuss and develop plan on how to engage legislators (e.g., one-on-one discussions, focus groups, inclusion in other focus groups, etc).

Preliminary design principles proposed for focus group research

Group structure

- Ideal group sizes 5-8 and a maximum of 10-12 participants
- Where participation exceeds this number, breakout groups utilized

Selection criteria

- Focus groups should capture a representative sample of districts in Illinois – Dimensions to include locales (large urban, small urban, suburban, rural) and potentially socio-economic factors
- Solicit participation from parents beyond the highly engaged members

Sequencing and timing

- Scheduled from mid July – end August
- Staggered start – sequence parent focus groups for later start

Coordination and implementation

- Focus groups to be led by various members of the Steering/Advisory committees or other relevant community leaders, not BCG
- The members of the P-20 council committee on Family, Youth and Community Engagement along with a few additional members (e.g., Sharod Gordon for Target Area Development) formed into a lead team to coordinate focus groups

Need to ensure main areas of Illinois are represented

Aiming for representation from the broad geographic areas in IL

- North – Chicago, Rockford, DeKalb, Aurora, Kane County
- Central – Quad Cities, Champaign, Decatur, Peru, Peoria, Springfield
- South – Carbondale, East St. Louis, Effingham

In addition, aiming to ensure inclusion of different locales

- Rural
- Suburban (large and small)
- Urban (large and small)



Lead team has begun to map potential focus groups

Workshop of lead team members to develop and align on strategy to be scheduled

<div> <div>Large urban</div> <div>Small urban</div> <div>Suburban¹</div> <div>Rural</div> </div>						
Lead	Parents and family	Students	Teachers	Principals	Admin	Community
Deb Strauss	<div>Suburban¹</div> Belleville <div>Small urban</div> Champaign <div>Large urban</div> Chicago <div>Rural</div> Carbondale					
Sharod Gordon	<div>Small urban</div> Decatur <div>Small urban</div> Bloomington <div>Small urban</div> Rockford <div>Large urban</div> Chicago <div>Suburban¹</div> Oaklawn	<div>Small urban</div> Decatur <div>Small urban</div> Bloomington <div>Small urban</div> Rockford <div>Large urban</div> Chicago <div>Suburban¹</div> Oaklawn				<div>Small urban</div> Decatur <div>Small urban</div> Bloomington <div>Small urban</div> Rockford <div>Large urban</div> Chicago <div>Suburban¹</div> Oaklawn
Melissa Mitchell	<div>Large urban</div> Chicago	<div>Large urban</div> Chicago				<div>Large urban</div> Chicago

Are there others in this group who can help expand the footprint? Others outside this group we should work with?

1. Will distinguish between large and small to ensure representation of each.

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Align on next steps

A set of design assumptions drive v0.2 of report card

Four separate report cards to be designed to address majority of the schools¹

- High school (grades 9-12)
- Late elementary (grades 6-8)
- Primary elementary (grades PK-5)
- District

One-pager for each report card to ideally have 10-15 metrics covering outcomes, progress, environment

- Front page will be used to highlight additional characteristics

One-pager will only communicate metrics at the 'overall school' level

- Detailed report will include metric breakdowns by demographic groups and socioeconomic levels

One-pager not required to include all federally-mandated information

- Detailed report will include all federally-mandated metrics not selected for one-pager

District report card not simply a roll up of school – to be developed after school v0.2 discussed

- Should have some unique metrics (e.g. management metrics) more relevant at district level

Are these foundational assumptions valid?

1. Team will address report cards for "unique" circumstances after general alignment reached on these preliminary versions— e.g. school with different grade configuration.

Ultimate goal is to agree on series of report card elements

Today's focus is metrics and thresholds

	Guiding question	Sub-category	Metric	Threshold	Calculation rubric	Visual display
<i>Description</i>	Represents the objective of the report card – what it is intended to answer for parents	Specific topics that define responses to the guiding questions	Measure(s) of success or progress for each sub-category	Benchmark of performance for each metric	Calculation methodology and assumptions for metric	Display specifics (e.g. layout as chart or single data point, comparisons)
<i>Status</i>	<i>General alignment in past meetings – refinement to continue</i>	<i>General alignment in past meetings – refinement to continue</i>	<i>Focus of discussion today</i>	<i>Focus of discussion today</i>	<i>Will address in future meetings</i>	<i>Will address in future meeting</i>

After viewing report card v0.2, will share current guidance and align on each metric and threshold separately

Three guiding questions for the report cards to address

Since last meeting, merged 'climate' and 'context characteristic' into 'environment'

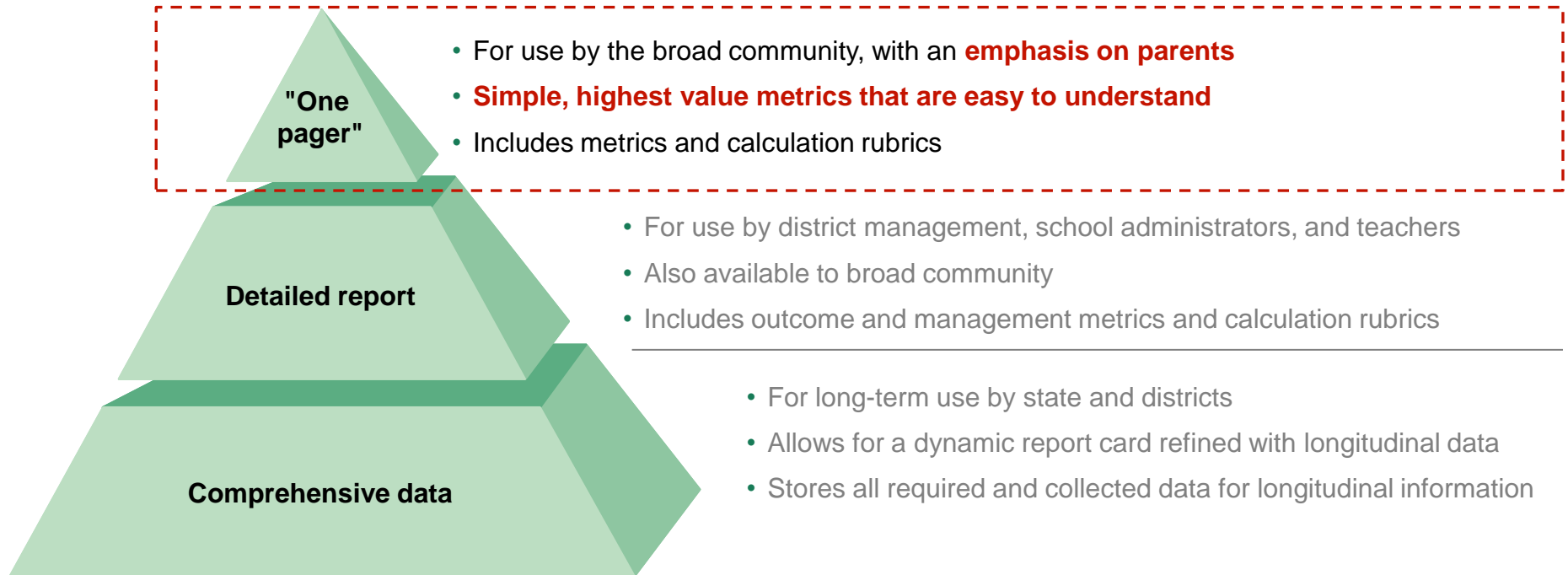
- 1 Are students achieving quality outcomes?
- 2 Are students making progress toward quality outcomes?
- 3 Is the school/district environment conducive to enabling quality outcomes and progress?

Within these three guiding questions, a short set of sub-categories developed to focus metric selection

Guiding questions	Sub-categories	Supporting question
Are students achieving quality <u>outcomes</u> ?	Graduation/ promotion to next level	Are students graduating/ being promoted to the next level?
	Readiness for next level	Are students ready for the next level?
	Success in the next level	Have students demonstrated success at the next level?
Are students making <u>progress</u> toward quality outcomes?	On track	Are students on track for success at current school level?
	Performance	Are students meeting state standards? Are students exceeding state standards?
	Gains	Are students demonstrating sufficient growth to improve or maintain academic performance?
Is the school/ district <u>environment</u> conducive to enabling quality outcomes and progress?	Presence & engagement	Are students, teachers, the principal, families, and community present & engaged?
	Safety	Do students and teachers feel safe in the school?
	Professional climate	Do teachers feel adequately supported at the school?
	Instructional quality	Are students being taught by high quality teachers?

Do these sub-categories capture the most important elements to display on the "one pager?"

As a reminder, seeking to prioritize highest value metrics for one-pager



v0.2 is current view of highest value metrics; additional metrics in "lifeboat" to be reconsidered in focus groups

Proposed near-term high school report card (v0.2)

Outcomes	Graduation	% of students graduating within 4 years (adjusted for mobility)
	Readiness	% of students college & career ready (% achieving composite ACT score ≥ 20)
	Success	% of graduates who enrolled in post-secondary institution and maintained 'Satisfactory Academic Progress' after 2 semester(s)
Progress	On track	% of Freshman on track
	Performance	% of students meeting/exceeding state standards and % of students exceeding state standards ¹
	Gains	<i>Under construction - % of students achieving gains²</i>
Environment	Presence & engagement	% of students/ teachers with fewer than 10 absences (<i>reported separately</i>)
		% of teachers returning from last year (3 yr avg)
		# of different principals at school in last 6 yrs
		Composite score from select family & community engagement questions in student/ teacher survey ³
	Safety	Composite score from select safety questions in student/ teacher survey ³
	Professional climate	Composite score from select professional climate questions in teacher survey ³
	Instructional quality	Teacher qualifications: Index of Teacher Academic Capital ⁴
		Teacher evaluation: <i>Under construction - % of teachers in each evaluation bucket⁵</i>

1. Draft assumes composite score reported, but may report by subject. 2. Language may change based on growth model selected. 3. Impacted by SB7 outcome. 4. From IERC, a school-level measure based on: teachers' mean ACT composite score; teachers' mean ACT English score; % of teachers who failed initial IL Basic Skills Test on first attempt; % of teachers emergency or provisionally certified; mean Barron's competitiveness ranking of the undergraduate institutions attended by school's teachers. 5. New evaluations driven by PERA legislation requiring student growth to be a significant factor of teacher evaluations; approach will be decided at local level or, when no agreement reached, will be default model developed by PEAC; performance buckets include excellent, proficient, needs improvement, unsatisfactory.

Outcome metrics and thresholds (I)

High school

		What to measure ¹	How to measure	Threshold	Commentary
Outcomes	Graduation	Graduation	<ul style="list-style-type: none"> % of students graduating 	Within 4 yrs	
	Readiness	ACT performance	<ul style="list-style-type: none"> % of students meeting composite ACT college & career readiness threshold % of students meeting subject-specific ACT college & career readiness thresholds Mean ACT score 	20 21	Limited research regarding composite thresholds; threshold should be based on goals for IL students. CPS focuses on 20 after finding CPS graduates with at least this score (and good grades) have chance of being accepted into many IL universities; yet, 20 < national average and average of 4 subject-specific benchmarks, so may select more aspirational threshold of 21
		College-prep course-taking			No consistent curriculum across IL; difficult to measure 'College-prep courses' with no related IL policy (may be long-term policy priority)
		WorkKeys performance	"Lifeboat" metric: need to determine if warrants position on 1-pager		Recommend integrating college & career readiness; college and career require learning similar academic standards and work/life skills; schools offering career-related opportunities ² , etc. can be highlighted on front page
		Vocational course-taking			And, without 3rd WorkKeys installment ³ , students cannot obtain an NCRC ⁴

1. List not comprehensive; representative of key items considered. 2. E.g., Programs of study, work-based learning opportunities, etc. 3. IL currently administers Applied Mathematics and Reading for Information; 3rd installment is Locating Information. 4. National Career Readiness Certificate, an industry-recognized, stackable, and portable credential that certifies the foundational competencies essential for career readiness and those necessary for advancement in career pathways.

Outcome metrics and thresholds (II)

High school

		What to measure ¹	How to measure	Threshold	Commentary
Outcomes	Success	Post-secondary 'Satisfactory Academic Progress' ²	<ul style="list-style-type: none"> % of most recent graduates who enrolled in post-secondary institution and maintained 'Satisfactory Academic Progress' after X semester 	2 semesters	2 semesters of SAP offers broad view of success at next level; however, will only include public institutions in IL and some private; must determine when available in HS Feedback Report and
		Enrollment in post-secondary		1 semester	Enrollment gives no indication of success at next level
		Remediation rates in post-secondary			Remediation rates often depend on ACT score – duplicate
		Graduation from post-secondary			Currently no capacity to track post-secondary graduation
		Entry into profession			Awaiting P-20 longitudinal data system for link between education and employment

1. List not comprehensive; representative of key items considered. 2. Student considered to be making 'Satisfactory Progress' if he/she maintains cumulative GPA above level of dismissal defined (e.g. for 12-23 total credit hours attempted, must have GPA ≥ 1.00).

Outcomes metrics and thresholds (III)

Late elementary

		What to measure ¹	How to measure	Threshold	Commentary
Outcomes	Promotion	Promotion	<ul style="list-style-type: none"> % of students promoted to next school 	On time	
	Readiness	8th grade Algebra I	<ul style="list-style-type: none"> % of 8th graders passing Algebra I with grade of X or better % of 8th graders enrolled in Algebra I 	C D	Students passing Algebra I by grade 8 have better chance of success in HS and beyond; "C" highlights high standards
	Success	8th grade ISAT performance	"On track" at next level	<ul style="list-style-type: none"> % of most recent alumni Freshman on track (see page 21) 	Credits required TBD – school-specific Aligns with on-track metric used in high school Difficult to use state test performance given PSAE/ISAT misalignment
		State test performance at next level			
		Promotion at next level			

1. List not comprehensive; representative of key items considered.

Outcomes metrics and thresholds (IV)

Primary elementary

		What to measure ¹	How to measure	Threshold	Commentary
Outcomes	Promotion	Promotion	<ul style="list-style-type: none"> % of students promoted to next school 	On time	
	Readiness	3rd grade performance 5th grade performance	<ul style="list-style-type: none"> % of 3rd graders meeting/ exceeding and % exceeding Reading ISAT state standards % of 3rd graders meeting/ exceeding and % exceeding ISAT state standards 	N/A - state standard	Students reading at grade level by grade 3 have better chance of success in middle school
	Success	State test performance at next level "On track" at next level Promotion at next level	<ul style="list-style-type: none"> % of most recent alumni meeting/exceeding and % exceeding ISAT state standards % of most recent alumni meeting/ exceeding ISAT state standards Performance of most recent alumni against normalized distribution of scores Most recent alumni average score 	N/A - state standard	State test performance objective Difficult to use HS 'on-track' metric (credits + grades) given varying curriculum/ requirements at lower academic levels

1. List not comprehensive; representative of key items considered.

Progress metrics and thresholds (I)

High school

		What to measure ¹	How to measure	Threshold	Commentary
Progress	On track	Freshman on track <ul style="list-style-type: none"> Credits earned Course grades 	<ul style="list-style-type: none"> % of Freshman with sufficient credit for promotion and 1 or less course failures in core classes² 	Credits required TBD – school-specific	Freshman year success seen to be highly correlated with graduation rate
	Performance	ISAT/ PSAE performance	<ul style="list-style-type: none"> % of students meeting/exceeding and % exceeding PSAE state standards % of students meeting/exceeding PSAE state standards Performance against normalized distribution of PSAE test scores Average PSAE test score 	N/A - state standard	Highlighting 'exceeds' enables differentiation between schools
		NAEP performance			Some concern about whether normalized scores will be 'user-friendly' on one-pager
		<div>Advanced course performance or enrollment</div>	<div>"Lifeboat" metric: need to determine if warrants position on 1-pager</div>		Only select students included in NAEP assessments
	Gains	Gains/ growth	<ul style="list-style-type: none"> Will appear as 'under construction' – awaiting guidance from Superintendent and Growth Model Working Group 		Metric focuses on subgroup; may duplicate readiness – recommend including AP courses offered and student participation among characteristics on front page

1. List not comprehensive; representative of key items considered. 2. English, math, science, social science.

Progress metrics and thresholds (II)

Late elementary - only displaying metrics not in HS report card

		What to measure ¹	How to measure	Threshold	Commentary
Progress	On track	State test performance	<ul style="list-style-type: none"> • % of 6th graders² meeting/exceeding and % exceeding ISAT state standards • % of 6th graders² meeting/exceeding ISAT state standards • Performance against normalized distribution of 6th grade² ISAT test scores • Average 6th grade² ISAT test score 	N/A - state standard	Highlighting 'exceeds' enables differentiation between schools
		Credit accumulation			Difficult to use HS 'on-track' metric (credits + grades) given varying curriculum/ requirements at lower academic levels
		Course grades			

1. List not comprehensive; representative of key items considered. 2.Or, for late elementary schools that begin earlier/later than 6th grade, the lowest grade in the school.

Progress metrics and thresholds (III)

Primary elementary - only displaying metrics not in HS report card

		What to measure ¹	How to measure	Threshold	Commentary
Progress	On track	Exposure to preschool programs	% of students entering Kindergarten ² who have experienced pre-school	N/A	Could incent schools to offer on-site pre-school or engage with community to improve programs
		Kindergarten readiness			Will incorporate Kindergarten Readiness once assessment implemented (report submitted April 2011)

1. List not comprehensive; representative of key items considered. 2.Or 1st grade.

Environment metrics and thresholds (I)

All school levels

		What to measure ¹	How to measure	Threshold	Commentary
Environment	Presence & engagement	Attendance <ul style="list-style-type: none"> Students Teacher 	<ul style="list-style-type: none"> % with fewer than X absences % with more than X absences Attendance rate Chronic truancy rate 	10 18	<i>Per student absences offers clearer view of attendance than rate</i> <i>Lower threshold enables early identification of possible chronic absenteeism</i>
		Retention <ul style="list-style-type: none"> Teachers Principal 	<u>Teachers</u> <ul style="list-style-type: none"> % of teachers² returning from last year (X yr avg.) % of teachers at school for at least X yrs 	<u>Teachers</u> 3 6	<i>Goal to communicate stability of teachers and principal at school; important to include context that 'some' teacher turnover is healthy</i>
			<u>Principal</u> <ul style="list-style-type: none"> # of different principals at school in last X yrs Principal's years at school 	<u>Principal</u> 6 10	<i>Reports regarding principal turnover often use 5-6 yrs as time period focus</i>
		Family & community engagement <ul style="list-style-type: none"> Student survey³ Teacher survey Parent survey Parent contact⁴ 	<ul style="list-style-type: none"> TBD – will be impacted by SB7 legislation and subsequent survey provider selected 		<i>SB7 scope, concerns about parent response rate, limited research base to explain parent responses drove focus on only student & teacher surveys (and not parent)</i>

1. List not comprehensive; representative of key items considered.. 2. May consider excluding teachers not renewed due to force reductions. 3. No student survey used at Primary Elementary level. 4. As defined on current report card - includes parent teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

Environment metrics and thresholds (II)

All school levels

		What to measure ¹	How to measure	Threshold	Commentary
Environment	Safety	Student survey² Teacher survey Parent survey Misconduct frequency	<ul style="list-style-type: none"> TBD – will be impacted by SB7 legislation and subsequent survey provider selected 		SB7 scope, concerns about parent response rate, limited research base to explain parent responses drove focus on only student & teacher surveys (and not parent)
	Professional climate	Teacher survey	<ul style="list-style-type: none"> TBD – will be impacted by SB7 legislation and subsequent survey provider selected 		

1. List not comprehensive; representative of key items considered. 2. No student survey used at Primary Elementary level.

Environment metrics and thresholds (III)

All school levels

		What to measure ¹	How to measure	Threshold	Commentary	
Environment	Instructional quality	Committee reco.	Index of Teacher Academic Capital²	<ul style="list-style-type: none">Index score	N/A	IERC found positive link between improvement in ITAC and student achievement gains; need to assess feasibility of collecting ACT scores
			Basic Skills Test			
			Undergrad degree university			
		Current IL report cd.	Teaching experience/tenure			IERC found ITAC to have stronger link than tenure
			Teacher education (bachelor's, advanced)			Little evidence to support advanced degree correlation with quality
			Certification (emergency/provisional)			
		Benchmark	National board certification			Nationally board certified may be reflective of support at school, not necessarily quality
			Advanced degree in subject teaching			
		PERA	Teacher evaluations (new)³	<ul style="list-style-type: none">Will appear as 'under construction' as implemented state-wide		Measures output rather than input

1. List not comprehensive; representative of key items considered. 2. From Illinois Education Research Council: a school-level measure based on the following attributes: teachers' mean ACT composite score; teachers' mean ACT English score; % of teachers who failed initial IL Basic Skills Test on first attempt; % of teachers emergency or provisionally certified; mean Barron's competitiveness ranking of the undergraduate institutions attended by school's teachers. 3. New evaluations driven by PERA legislation requiring student growth to be a significant factor of teacher evaluations; approach will be decided at local level or, when no agreement reached, will be default model developed by PEAC.

Recommend set of 'characteristics' for front page

Supporting sample brings front page to life to enable prioritizing characteristics

School & leadership

- School name
- School address
- School phone number
- School map
- School website
- School type and grade levels served
- Superintendent name
- Principal name
- School personnel resources (e.g. speech therapist, guidance counselor(s))

Students

- Enrollment
- Student mobility (in/out of given school¹)
- Pupil: teacher ratio (by grade)
- % of students by low-income, LEP, IEP, race/ethnicity
- % of students whose mother has at least a bachelor's degree

Two questions:

1) Include?

2) Data source?

– Available via census every 10 yrs or via American Community Survey every 5 yrs (estimates²)

Classes

- Advanced classes offered & student participation in advanced classes
- Elective classes offered
- Work-based learning opportunities, programs of study, learning exchanges offered

Awards

- Student, school, and faculty awards (among selected set)

Programs

- After/before school programs, extra-curriculars

What items do you believe should be added to or removed from this list?

1, Will include moves within same district, but to a different school. 2. Estimates developed from selection of houses surveyed.

Sample front page

Springfield High school

SPRINGFIELD HIGH SCHOOL

101 S Lewis St. | Springfield, IL 62704 | 217-525-3100 | <http://www.springfield.k12.il.us/schools/springfield/>

2009-2010 Principal
Christine Stahly

2009-2010 Superintendent
Dr. Walter Milton, Jr.

School type (grades served)
Public (9-12)

Student Enrollment / Demographics

Enrollment	1,509
Student mobility rate	21.6%
Pupil: teacher ratio (<i>grades 9-12</i>)	23.3
Low-income students	34%
Limited English proficiency students	0.3%
Students eligible to receive special education	10.1%
Students with mothers who have at least a bachelor's degree	XX%

Race/Ethnicity	Percentage
Caucasian	63.2
African-American	25.2
Hispanic	2.8
Asian/Pacific Islander	3.9
Native American	0.2
Multi-racial/ethnic	4.2

Advanced (AP, others) classes offered

Statistics, Calculus AB, Calculus BC, US History, Human Geography, US Government & Politics, Chemistry, Biology, Physics, Music Theory, Art History, Studio Art: 2-D design, Studio Art: 3-D design, Studio Art: drawing, English Literature and Composition, other dual credit courses

% of students enrolled in at least 1 advanced class: XX%

Elective classes offered

Family and consumer sciences; business; 4 art classes, webmaster

Awards

National Merit Scholarships Class of 2010: 3 semifinalists, 4 letters of commendation, 2 national achievement program, 51 IL state scholars; Newsweek's America's Best High Schools, 2008 Bronze medal

School personnel resources*

6 guidance administrators, 1 speech teacher; 1 reading specialist; 1 work coordinator; 11 special needs

Work-based learning opportunities, programs of study, or learning exchanges offered

Extensive vocational programs offered through partnership with Capital Area Center (business education, cooperative education, family & consumer science, graphic communications: photography, health science academy)

Extracurricular activities

Choir, band, art, stage; flag corps, math club, newspaper, 'Do something' community service, environment club, technology club, spirit club, language clubs (French, Latin, German, Spanish), Anime, National Honor Society, Cheerleading, Prevention club, Chess, Be a Senator, Yearbook, Film Club, Dance Team

Before/after school programs

Before and after school tutoring, 21st century program

Note: Data not comprehensive.
Source: 2010 report card, school website.
Xxxxx-xx/Footer

Two metrics currently in "lifeboat"

Other data assigned to detailed report

"Lifeboat" metrics will continue to be tested in one-on-one discussions and focus groups

- Career readiness assessment performance (e.g. WorkKeys)
- Advanced course performance (e.g. AP, IB)

Explicit choice to include some data only in detailed report

- Student performance by grade¹
- Student performance by subject¹
- Student performance by subgroup (e.g. socioeconomic groups)
- School-level financial information²
- AYP performance

Are you comfortable with these designations?

1. Excluding instances where specific grades/subjects are leading indicators to address guiding questions. 2. May decide appropriate to include in district one-pager.

Agenda

Provide a brief update on progress and P-20 Council presentation

Review preliminary focus group research plan

Discuss and gather feedback on v0.2 of report card

Align on next steps

Way forward

The next Steering Committee meeting is on June 1st from 9-11am

- Continue discussion on version 0.3 of report card (both school and district)
- Provide feedback on complete focus group strategy

Next steps

- Refine report card with your feedback and continued 1-1 discussions
- Develop district report card and preliminary display of school report cards
- Conduct focus group Lead Team workshop to develop strategy
- Develop v0 of write-ups for mobilizing people for focus groups